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brock university

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to  
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on  
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affairs



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BROCK UNIVERSITY

BRIEF TO THE COMMITTEE ON UNIVERSITY AFFAIRS

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As we begin our seventh teaching year we have some sense of undergraduate teaching departments\* developed to the point at which a reputable honours undergraduate program becomes possible with the present faculty and supporting staffs. The departments which because of a later start have had some "catching up" to do have substantially caught up. The consequences of this overall situation suggest certain institutional developments over the next three to five years which it may be useful to summarize:

1) the enrolment pattern is not likely to vary substantially from the five-year forecast. It is likely to be 1980/81 before there is any final levelling-off of the basic age-group constituency from which we draw incoming students. It is apparent that the proportion of incoming students accepted at a standard below an average of 60% overall in Grade 13 will diminish: the record of academic performance of entering students in this group (58%-60%) does not differ significantly from entrants in the bracket 61%-64%; by present experience, if students were to be admitted at a level below 58% their chances of succeeding in the first university year would be less than  $\frac{1}{2}$ ; of the half who may be given permission to try again,  $\frac{1}{2}$  again are likely to disappear from the stream.

These comments are subject to the reservation that there has been some overall falling-off in the total field of entry from Grade 13. Some

*Biological Sciences	English and Drama	History	Politics
Chemistry	Geography	Mathematics	Psychology
Classics	Geological Sciences	Philosophy	Romance Studies
Economics	Germanic & Slavic Stud.	Physics	Sociology
	Computing		
	Music		
	Urban Studies		



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of this may be uncertainty; some of it may be the "reverse conformity" by which 18- or 19- year-olds assert their independence by not going to university; part of it may be some growing tendency deliberately to spend a year out of school before continuing in any formal post-secondary education.

The number of transfers into Brock at the level of second or any higher year is not easy to forecast; our experience is that a considerable number of abler students seem to wish to work in an academic community smaller than metropolitan universities (though "smaller" is in itself a relative term).

2) The academic program is likely to reflect interdisciplinary co-operation and arrangements rather than any specifically "new" programs. This applies particularly to the Social Sciences, in which field the Associate Dean has special knowledge and deliberate responsibility.

The program in Urban Studies (now headed by Dr. Robert C. Hoover) is a program rather than a department: it involves co-operation and active participation by a spectrum of departments - Biological Sciences, Geological Sciences, Geography, Sociology, Psychology, Politics and Economics. The program is linked to the philosophy and the structure of regional government (for which the Niagara Region is an important testing-ground); the program also demonstrates the concern of Brock University for the quality of the environment and the conservation and right use of the resources of the region. Of all the non-metropolitan areas in Ontario, it is probable that the Niagara Region will have the largest growth of population over the next 10 years.



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The rapid development within the Social Sciences (especially in Psychology and Sociology) has prompted a concern for some reasonable balancing of our own resources. The supply of qualified instructors in these disciplines whose graduate experience has been in Canada is well below the demand. We have been enquiring whether some deliberate broadening of the base of operations in the Social Sciences would not be rewarding; and with this in mind consideration is being given to a program (again a program rather than a department) in administrative studies. In general terms this program might provide for two streams: the one with a deliberate orientation to computer-applications and methodology; the other to a careful consideration of administrative processes, on the theory that good "generalists" may be as important as good "specialists".

A first appointment has been made in Music, partly to involve the University Community with a musically-active regional community, and partly to ensure a counterpart for the striking work in drama which the Thistle Theatre and its supporting facilities have made possible. The Fine Arts Committee of the University have arranged a variety of programs open to the public, which will link music and dance with drama, cinema, and other visual arts. The Thistle Theatre continues as the home concert hall for the St. Catharines Symphony Orchestra.

3) The academic program, measured against the state of departmental viability, suggests that a substantial part of the new faculty appointments over the next five years will have to be attuned to the expansion of first and second-year enrolments, and to the new interdisciplinary programs. In addition to these staffing requirements, we shall have to provide for the temporary replacements

/of members of



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of members of faculty proceeding on sabbatical year. Until the present year this has not been a substantial function of the number of faculty members nor of the salary portion of the academic operating budget; but from now on it will have to be an item of deliberate planning and allocation.

The Academic Program Committee have recommended, and the Senate have approved, of a number of guidelines to meet these, and related, situations. The fact that a department has requested additional faculty will not automatically entitle that department to institute new courses: we are in fact almost at the stage where faculty members will be recruited on the assumption that the number of courses will not be increased.

For several years we have aimed at a quantitative total for each individual department of courses authorized to be offered in second, third and fourth years counted together. We feel that the mechanism of cycling of such courses - which of itself can greatly enhance the freedom of choice of the student - can probably be even more fully exploited if departments will plan even more carefully. We are proposing that departments should submit lists of tentative course offerings three years in advance. These lists, when approved in principle by Senate, would be made available to students. Departments will have to show cause why a particular course should not be cycled or rotated, and they will have to justify the appropriate complement of faculty (taking account of sabbatical or any other leaves).

It has likewise been an academic first-principle (lately reinforced by the Senate) that authorization to provide a certain compass of courses in one academic year does not automatically give any right to offer the same

/number of courses



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number of courses in any succeeding year. The Academic Program Committee have been encouraged to persevere with a review procedure, directed particularly to assessing the academic significance of courses which habitually have relatively low enrolments.

Linked with all of these considerations has been an administrative, as well as an academic, concern for pressure on teaching-loads. We are anxious not to prejudice the needs of present students or of future students: an increase in courses per faculty member cannot of itself serve the best interests of the University. The Academic Program Committee will have the additional task of satisfying itself that teaching members of a department are being "under-utilized" before it approves any heavy additional loads. The Committee equally will have to satisfy themselves that any department proposing additional third- or fourth-year courses in investing an appropriate share of its teaching resources in the first- and second-year courses which, for the foreseeable future, will make up the major portion of the student load.

To conclude, the justification for any new course is now held to be academic rather than statistical. There is now no open-ended provision for additional courses as a function of enrolment. Financial pressures may make this determination obvious enough; but the more compelling reason is academic, because we do not want the sequel to large numbers of students to be unreasonable fragmentation of effort and, in the end, of satisfaction.

#### 4) Library Resources

Though there has been a steady development of our library resources, some departments represent that the share allocated to them or departmental

/account is



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account\* is inadequate both for the variety of courses now offered and for the total number of students involved. We have never in any one year been able to overtake the absolute lag represented graphically, for example, in the Report of the Spinks Commission. We do not represent that we are necessarily worse off than other universities in Ontario but, if we are to keep pace with an academic program designed as carefully and realistically as we know how to make it, in terms of anticipated enrolment and of the expectations of the community we serve, it would take a substantial infusion of funds, over and above formula revenue, to bring us up to an acceptable standard of library holdings and to maintain that standard. We are not unmindful of the advantages of the Inter-Library arrangements which link Ontario University Libraries, and from which we benefit substantially. But these arrangements of themselves do not answer the requirement of the absolute number of books in any one library, on a given day; and we suggest to the Committee that Library requirements may be quite as pressing now as support such as was given in the past for computer facilities.

5) Replacement of Precision Equipment

Although this problem is not peculiar to Brock, we are much concerned about eventual replacement of precision equipment which becomes obsolete, not because it is "worn out", but because of the advances in technology and instrumentation in as short a period as five years. Some of this equipment was provided as "gifts in kind"\*\*; some has accrued under grants from the

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\*In 1970-71, the division of a basic sum of \$200,000 for library acquisitions is 45% to departments and 55% to the University Librarian. Delays in filling of orders from overseas sources sometimes cloud the general picture; some departments never spend one year's agreed allocation in that year.

\*\*An example is a Time of Flight Mass Spectrometer as a gift from Cyanamid of Canada.



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National Research Council and other supporting institutions. The allocations which we have been able to make under formula income for research purposes, lacking any large graduate-studies program, have so far been too limited to overtake the size of the replacement problem. We would welcome any collective approach to the present dimensions of this problem.

6) Graduate Studies

Over the past 12 months the Senate have given authority to proceed to appraisal to three additional programs at the Master's level. These are Geological Sciences, Geography and Politics.

We are, as always, concerned with proposals for the financing and weighting of graduate studies programs, and to the proportion of deliberate awards which can be allocated to overseas students. In the fields in which we have teaching and research competence likely to attract candidates deliberately from overseas, we would hope there would be a public understanding between the Department of University Affairs and the grant-making agencies which invite applications from non-Canadians.

7) Grade 12 Summer Program

We have previously reported on what we regard as the usefulness of this program. In 1970, 123 candidates were selected from nominations made by 146 secondary schools throughout Ontario. Of 117 who completed the course of study, 108 were adjudged suitable for admission to university; of this number, 102 registered as full-time students in first year at Brock; others are understood to have been admitted to other Ontario universities.

Last year the Committee suggested that it was a proper function for its members and staff to enquire into the basis on which Brock University was

/expressly inhibited



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expressly inhibited from counting its full-time students entering from the Grade 12 program for purposes of operating income under formula. We would wish to renew our request for this consideration. We add that this part of our full-time enrolment does not at present enter into our entitlement for capital spending and we think it reasonable that they should be counted for this purpose.

8) Capital Resources and Capital Entitlement

It will be important to our progress in carrying out projects already approved, and projects to be submitted for approval, that revised space allotments should be agreed upon as promptly as possible; that the space inventory study should be completed and corrected with accurate figures; and that we should benefit from capital sums authorized but not yet received. Perhaps the process can best be described as "narrowing the gap" between entitlement and the actual paying over of money.

Some non-formula provisions have become increasingly important to us. We estimate that completion of a peak-power control mechanism will pay for itself by savings within three years. We would hope that some flexibility will govern authorizations for non-formula spending, especially in relation to landscaping. It is ironic that in a community the size of St.Catharines, we cannot always be certain of a satisfactory response for a public call for tendering; with the consequence that in one or two instances we are (or will be) in danger of forfeiting assistance because the local labour supply will not enable us to meet the Department's deadlines.

9) New Building Projects

Plans for the Staging Building (for which approval in principle and /approval to proceed



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approval to proceed have been received) are well advanced; it is hoped to call for tenders by the end of December with progressive occupancy from mid-1972 onward. This building incorporates to a substantial degree systems components which have been discussed on several earlier occasions. It is intended to provide an important harmonizing link - architecturally, structurally, and functionally - between the Library Tower and the Thistle Project, the DeCew Campus Residences, and the space allocated in the Master Plan for specialized buildings to the east of the Tower.

In its first phase the Staging Building will provide for

- (a) specially designed space for departments in the Social Sciences, especially
  - i) Geography (one unit); the space at present occupied by this department in the East Range of Thistle would be vacated);
  - ii) Psychology and Sociology, designed to have close access to
  - iii) Permanent Computer Centre (transferred from 9th level of Brock Tower);
  - iv) One modular unit of future Science Complex (first of four units) to be occupied by Geological Sciences (transferred from Glenridge Campus);
  - v) Permanent offices for the Registrar and Secretary of Senate (transferred from North Range of Thistle) also for the Director of Information and Development;
  - vi) some additional lounge space (from expanded corridors) and some additional dining space and "short order" facilities;
  - vii) some storage space, much needed, convenient to a main service entrance.

\*\*Plans for the first phase of a Physical Education and Recreation Complex are being re-shaped. Within the brief period in which the City of St.Catharines was a contender for the Canada Summer Games, 1973, Brock University outlined a proposal to begin the new complex. The possibility having lapsed, the Architects have been invited to consider an all-purpose gymnasium as the first element in a complex which would support a future teaching program in Physical Education and Recreation, as well as providing facilities both for an increasing everyday campus population and some very obvious community needs.



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10) Teachers' College Integration

As a result of a meeting held at Brock on October 1 between the Deputy Minister of Education, the Director, Teacher Education, and the Senate Committee on Teacher Education, it was agreed to submit to the Minister the propriety of substituting "college" for "Faculty" in the draft agreement looking to the integration of St. Catharines Teachers' College into Brock University. If the Minister agrees, and the Senate of the University concurs, a formal Agreement would then be concluded. The effective date of integration probably would be July 1, 1971.

If integration proceeds, we shall be concerned to clarify the financial implications both on operating and on capital account, with a due provision for the increased expenses for continuing maintenance, security, possibly for parking, and for certain other services. In this connection we expect to be represented at a meeting of the Joint Sub-Committee on Finance/Operating Grants on November 17 or 18, to consider further the effect upon Brock University of the Special Study on Financing of University Programs in Education. It will be apparent that the University would wish the path to emergence not to be unreasonably hastened by a unilateral absorption in one year of perhaps 330 individuals at a low (or the lowest) weighting for Basic Income Units.

St. Catharines Teachers' College took over gradual occupancy of its new building on the DeCew Campus between May and October of 1970. Some Brock facilities (cafeteria, parking) have been shared throughout the past five years; maintenance services within the Teachers' College building are at present contracted out separately.

These developments are brought to the attention of the Committee in

/its "non-Adversary"



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its "non-adversary" rôle.

12) University Government

A report on the future government of Brock University, drawn up by a Tripartite Committee (two Governors, two Faculty members, two students with the Provost as Chairman) was submitted in May and has since been receiving attention from the several elements within the University community.

The report, which now has the general approval of Senate and of the Executive Committee of the Board of Governors, makes specific recommendations in regard to the amendment of the Brock University Act. These include the restyling of the Board of Governors as the Board of Trustees, the provision for specific faculty and student representation on the Board and an extension in the enunciated responsibilities of Senate to include those of advising the Board in such areas as building priorities and the consistency between budget proposals and the overall academic policy of the University.



ITEMS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS

1. Review of Current Program

(a) Co-ordination of Program Offerings with the Provincially - assisted Universities

The co-ordination of program offerings between Brock University and other universities in Ontario has been developed in several disciplines. For the most part, these efforts have been directed towards graduate studies but there are some signs of activity in undergraduate programs.

(i) Undergraduate

Philosophy. There is some co-ordination with McMaster and Waterloo through the interchange of lecturers and seminar leaders and the occasional migration of a seminar group. Two professors in the department have been involved in teaching at the institutions mentioned.

History. There have been occasional exchanges with Toronto for seminars at the honours level. Arrangements for these exchanges are made on an informal basis by personal contact between colleagues.

Chemistry. The recognition of our honours program by the Canadian Institute of Chemistry provides an assurance that our program is co-ordinated with those of other institutions in subject matter and depth of treatment.

(ii) Graduate

Politics The Departments of Political Science of McMaster, Waterloo and Waterloo Lutheran Universities, the Department of Political Studies of the University of Guelph and the Department of Politics of Brock University have reached an agreement on Co-operative Graduate Studies in Politics. The agreement provides (*inter alia*) a means whereby:

- graduate students at one institution may take credit courses at another institution.
- faculty of other institutions may serve on a student's advisory committee.
- Library resources at all institutions will be freely accessible to students and faculty of each institution.
- co-operative colloquies, seminars and visiting professorships will be encouraged.



Chemistry. Two professors of chemistry hold equivalent appointments at McMaster University and serve as research directors for Ph.D. candidates at McMaster. One of these professors offers a one-term graduate course at McMaster which is taken by Brock graduate students in lieu of a Brock course. During the next term these students take a sequential course at McMaster from a McMaster faculty member.

Geological Sciences. Under the terms of an ad hoc agreement one of our professors supervises the research of a Queen's graduate student in geology and also provides a course of directed reading. This arrangement makes use of the particular specialty of the professor in order to provide research direction for an area not presently manned at Queen's.

Biophysics. Preliminary discussions between Brock and one other university directed towards research and teaching for a Ph.D. program have been started. The intent is to draw upon the strength of both institutions in this discipline to provide a needed program that could not be mounted by either university acting alone.

(b) Graduate Enrolment Data

The detailed data that were requested are presented in form CUA-70-A and E in the Appendix.

(c) General and Honours Programs in Arts and Science

(i) At Brock the fourth year is exclusively an honours program. In other years there is no differentiation between general and honours except on the basis of performance.

(ii) Comments on the Effects of a Single Weight for Arts and Science

Various simulations have suggested that the introduction of a single weight for Arts and Science might result in some slight financial advantage to Brock but would cause serious disruption elsewhere. Moreover, the present differentiation is in line with our own experience where actual course/unit costs in the Science departments are approximately double the average for all departments. The present differentiation facilitates an appropriate internal distribution.

(d) Health Science Programs (not applicable)



2. (a) Factors Affecting Levels of University Support

(i) Class Size

In our 1969 submission we included the actual enrolment in each of the courses offered. This is summarised in form H in the Appendix. Final figures for the current session are not yet available but the expected trend toward more viable enrolments in the higher years is continuing. We now have to contend with the problem of huge enrolments in first year (e.g. 654 in Psychology 190) but we are the more determined to maintain small group instructional hours to support the large lecture.

(ii) New Approaches to Teaching and Learning

Our modest resources do not permit extensive experimentation with new media but there is continuing interest in ways in which the effectiveness of faculty can be enhanced.

An increase in interdisciplinary programs in which several departments may accept responsibility for a fraction of the course (e.g. the contributions of Geology, Biosciences, Geography, Sociology and Politics in Urban Studies) allows for a wider deployment of faculty resources. The resulting increases in teaching loads may be acceptable where full responsibility for an entire course could cause an overload. Faculty are responsive to the challenge of innovative programs and show a willingness to participate.

- (iii) We do not at this time foresee new developments in technology which will radically affect class patterns or reduce operating costs.

(b) Resource Allocation - University Operating Funds

- (i) Budget allocations for major categories as requested are attached in form I. Projections of income and expenditure in these areas to 1975/76 are included on a supplement to this form to which we would draw particular attention.

- (ii) We would consider the pattern shown for 1969/70 to be fully adequate and in our submission of a year ago we expressed confidence in the capacity of Brock University to attain emergence on the basis of the formula as it then stood.

In April 1970 we were advised by the Minister that the emergence grant would not be 40% as previously stated and published in the report of the Committee on University Affairs but 32.74%, or less if enrolment exceeded our projections. The effect of this was to reduce projected revenue for 1970/71 by some \$325,000 at a time when commitments for new staff were already well



advanced and salary agreements had been concluded. Severe curtailment in several areas enabled us to prepare a provisional budget on the basis of a deficit of \$142,324. Such an adjustment was not achieved without the perturbation which it is the purpose of planning to avoid: the Library acquisitions appropriation was cut back at a time when student numbers rose by 25% and new departments with very large enrolments were developing: some arrangements for small group instruction were adversely affected: department allocations for operating and equipment were slashed. Actual enrolments have generated some additional income and as of October 15 the immediate situation is somewhat less serious. Our concern is now directed to the succeeding years: we can expect to break even in 1973/74 but for 1971/72 and 1972/73 the prospect is indeed bleak.

Even with rapid acceleration to a full-time staff-student ratio of 1 to 15 by 1972/73 deficits in the first two years appear inescapable. Moreover in this projection the increase in salaries for 1971/72 over the previous year corresponds only to the increase in the Basic Income Unit calculated at a nominal 5%. It will be appreciated that this is, to say the least, a conservative figure and that any expenditure in excess of this amount must result in a corresponding increase in the deficit.

While we endeavour to increase the allocation to the academic area the decline in such sectors as plant maintenance must result in lower standards of maintenance and will constitute a potential hazard to our capital investment. Within the academic sector of the budget the amounts allocated to Extension Teaching, Support Staff and Other Academic Expenses (departmental operating budgets) are alarmingly low, especially when a period of severe restraint is extended over three years in a university at an early stage of its development.

In short, we cannot escape the conclusion that the sudden change in the emergence formula is too drastic and will seriously impair the sound development of Brock University.

- (iii) Income and expenditure in regard to ancillary operations are outlined on form J in the Appendix.

**(c) Effects of the "Academic Marketplace"**

- (i) There has been a noticeable increase in the number of well qualified applicants. The Social Science departments, whose enrolments are expanding rapidly, experience the greatest difficulty. Senior personnel with appropriate experience continue to be in short supply.
- (ii) An aggregation of the sources of new faculty appointed in the past twelve months is given on form K in the Appendix.



(d) Operating and Capital Support

- (i) The distinction between operating and capital expenditure seems to us a valid one. The differentiation must in any case be made internally and there are advantages in having it indicated clearly from the outset.

3. Future Planning

(a) Enrolment Projections to 1975/76

In our submission of 1969 we projected enrolments for five years on the basis of experience of trends in the Year I entry and year to year retention rates that were compromises based on 1967/68 and 1968/69 records. The actual enrolment for 1970/71 differs somewhat from the projection:

	1970/71 - Actual	1970/71 - Projected
Year I	919 + 104 (Gd.XII)	836 + 100 (Gd.XII)
II	599	596
III	422	483
IV	129	94

The differences in Year I can be attributed to admission of qualified students refused at other universities on non-academic grounds and to a genuine growing interest in Brock by students from all parts of the Province. The differences in Years III and IV were found to be a consequence of inaccurate survival rates chosen last year. After an examination of the data available since the first graduating class of 1967 we have revised our rates to fit experience. It now appears that the choice:

Year I-II: 75%; II-III: 85%; III-IV: 50%

represents the actual situation year by year and that it also is in agreement with our observation that 67% of Year I entry reaches Year III and that 33% of Year I entry reaches Year IV (on a purely head count basis).

We have made a very slight revision of the projection for Year I entry which, in conjunction with the new retention rates, leads to an overall full-time day enrolment that is about 100 greater than that given last year.



The new projection is:

	Full-time Undergraduates (Oct. 1)					
	70/71	71/72	72/73	73/74	74/75	75/76
Year I	1023	1088	1211	1334	1457	1580
Year II	599	767	816	908	1000	1093
Year III	422	499	652	694	762	850
Year IV	129	255	250	326	347	381
Total	2173	2555	2929	3262	3566	3904
1969 Proj.	2109	2483	2798	3111	3439	-
Difference (New-Old)	64	72	131	151	127	-

Continuing Education enrolment continues to grow as we are able to offer a wider choice of courses of interest for teachers seeking higher qualifications. In the past we had assumed that Continuing Education course enrolments could be equated to the number of full-time day students. Recent experience has led to a revision of this assumption. We now assume that the number of course enrolments in Continuing Education is equal to the number of full-time day students plus ten per cent. The new projection follows:

	Continuing Education Course Enrolments					
Year	70/71	71/72	72/73	73/74	74/75	75/76
Number	2390	2810	3222	3588	3923	4294
FTE Students	397	468	537	598	654	713

(b) Capital Requirements

(Forms M - 1 to 4 are appended)

We have not made any reference to the Student Centre, now under construction. This is being financed jointly by the Board of Governors and a student union levy to a total of \$210,000: the building is intended to meet the immediate need for some less formal space for student activities.

Projected Phase 2 for the Academic Staging Building would primarily consist of additional Science elements to provide some relief for overcrowding at Glenridge. The University's ultimate goal must be the relocation of all the Science departments on the DeCew campus.



(c) Brief Descriptive Notes of Proposed New Programs

(i) In 1971/72

A proposal to establish a curriculum in Administration is now under consideration but has not yet been the subject of a recommendation to Senate.

The first two years would be made up almost entirely of existing Arts and Science courses. A total of four special Administration courses would be included in the four-year degree program and also in a certificate program for part-time students. Introduction of such a program in the Division of Continuing Education, where there are indications of a strong demand, would permit an economy of staffing and ensure a large enrolment. Copies of the detailed proposal are available.

(ii) In 1972/73

In 1968 Senate approved a program in Physical Education and this was proposed in the submission to CUA. Its introduction was delayed because of the lack of appropriate facilities. There is now some expectation that facilities may be available by the end of 1972.

It is proposed that a degree program should be developed to provide specialised training in the area of elementary school physical education. It is widely recognised that the greatest need for development of teachers in the discipline is at the elementary school level. However, at the present time there are no degree programs in Ontario which are designed specifically for this purpose. A 1968 survey of guidance teachers in the secondary schools in the Niagara Peninsula indicated a positive response to such a program. Preliminary discussions of a degree program in physical education for elementary school teachers have gained enthusiastic support from supervisors of elementary school physical education both at the Department of Education and regional levels. The expected integration of the St. Catharines Teachers' College should be an important factor in the development of the proposed program.

(d) Adjustments in course offerings and descriptions are of a minor nature such as occur each year. No programs are to be eliminated.

(e) University Views on Effects on Future Planning of:

(i) Capital Formula Standards as Now Applied

The introduction of the Interim Capital Formula would seem to offer many advantages for the practical development of planning systems for the logical growth of physical plant facilities. However, there has not yet been any reduction in the multi-step



(e) (i) continued

approval system for specific projects within the formula: the total number of man hours expended on their preparation is formidable. Major concerns are as follows:

- variations in our assessment of the net assignable square footage as of 1969/70 and the figures used by the Department of University Affairs in forecasting cash flows;
- difficulties in phasing out buildings of a temporary nature or already in existence on land acquired by the University;
- uncertainty over cash flows and difficulties in controlling such flows by conventional contractual methods;
- the impossibility of providing specialised laboratory facilities for Science and Social Science on the basis of \$55.00 per net assignable square foot, primarily because of the high cost of specialised furniture and equipment required by these disciplines. The need for flexibility also tends to increase unit costs;
- the difficulty of meeting the social and recreational requirements for a university located as we are and at this stage of our development on this basis.

(ii) Changing Secondary School Patterns

The effects of changing secondary school patterns will be felt in three areas of university planning. Firstly, in admissions, where it will become more difficult to determine whether a candidate is qualified for entry into a university. Secondly, in first year courses, where it will no longer be possible to assume that students have a common basis of knowledge in a given discipline. Thirdly, because of subject promotion in the schools, it may be necessary to consider some type of advanced standing for students who have done the equivalent of one or two years university work in a specific subject.

(iii) Enrolment Intake from Other than Secondary Schools

The number of full-time students at Brock who were admitted from other than secondary schools is small and this number is not expected to grow significantly. In the main those students were admitted either as transfers from community colleges and the Niagara Parks Commission School or as mature students. Admission for candidates in the former category is fairly standard throughout Ontario, two years and first class standing gives university admission to Year I while three years and first class standing gives university admission to Year II of a suitable



(e) (iii) continued

program. The number of students who have transferred to Brock from community colleges is relatively small but a comparative study shows that their performance is not as good as those coming directly from Grade XIII. The major effect of candidates in the mature student category has been and will continue to be felt in the Division of Continuing Education.

(iv) Student Preferences

There is an increasing demand for courses in the Social Sciences and we must have to devise means of preventing an overload on recently established departments in this area. Some additional offerings in the first year may be necessary to secure a better distribution of enrolment. Meanwhile most other departments are showing a healthy increase in student numbers.

(v) Changing Patterns of Job Opportunities

Insofar as they are known, these are taken into consideration by departments as they review their offerings. To date our small number of graduates would appear to be holding their own in the labour market.

(f) Comments on Possible Effects of Increasing Demand of Student Assistance . . . .

(i) Relative Priorities

The study paper submitted by Brock University to CPUO (available on request) made the following recommendations for inclusion in a revised OSAP or a developing CORSAP:

- the awarding of non-repayable grants based on a means test to students from financially disadvantaged families;
- the awarding of interest-free loans based on a means test to students from families where financial need is not as great with repayment of principal only;
- the awarding of loans at current (or subsidized) interest rates without a means test to students who request them.

(ii) Are Current Patterns of Private vs Public Sources of Support for Higher Education Appropriate?

We would regard the establishment of Brock University itself as an appropriate blend of support from both the private and the public sectors. Contributions to the Founding Fund of \$6,500,000 which were made by all sectors of the community are now concluded. At this juncture governmental support accounts for 80% of operating expenditure and 100% of approved



(f) (ii) continued

capital projects. Yet for Brock University under the present formulae the restraints are so severe for the next two years in terms of operating expenditure and for the foreseeable future in regard to building projects that some enrichment from the private sector seems essential if reasonable standards are to be maintained and bland mediocrity avoided. Such assistance is not easily obtained from a public conditioned to the idea of total governmental support for all sectors of education and frequent, if often unwarranted or outdated, suggestions of university extravagance.

(g) Student Housing

- (i) Brock University's present 390 residence places fall well below those of any other university in the Province. The University will remain predominantly non-residential but the original planning project of on-campus accommodation for 20% of the total student population still appears valid.

On this basis a further 300 places should be completed by 1974.

- (ii) The Director of Planning has initiated a comprehensive program to provide meaningful data on student housing requirements. This includes

- assessment of the potential of the immediate community, transportation, types of accommodation, etc.
- development of student enrolment data, present accommodation, types and standards of dwelling units, etc.
- development of meaningful data to determine user environmental needs and attitudes in terms of space, function, relationship and location.
- development of planning models to be used in assessing possible resolutions of the problems and to provide the opportunity for interaction and response from potential users.
- investigation into proposed community developments and interaction with Federal, Provincial, Regional and Community Government wherever possible to encourage the development of economic and viable solutions in the immediate community.
- discussions with private developers and entrepreneurs to determine financial alternatives.

One aspect of significance is the University's location in relation to the community of St. Catharines, as its site is separated from service and social facilities by a broad band of high income residential development where the By-laws preclude



(g) (ii) continued

the renting of rooms. This situation reinforces our need to provide a total university environment including residential, social, recreational and service facilities while hopefully improving, in the development of these facilities, a closer physical link to the region and the immediate community.

- (iii) We would not expect a serious dislocation of the enrolment patterns if funds are not available for the provision of accommodation of this order, but there is no doubt that difficulties would be felt in many areas of the University. It is important that a viable community and a suitable total environment should be created on the DeCew campus. This would be seriously jeopardized by the absence of further residential facilities.

4. Other Matters

(a) Mission Oriented Research

The principle research activity other than those supported by the large national granting agencies is an interdepartmental project in research into stream pollution supported by the Department of University Affairs.

(b) Obligations of Individual Faculty Members

Salaries are for a twelve-month period allowing one month's holiday. In practice it is usually possible for the majority of faculty members to devote themselves to reading and research activities in the summer months. Members of faculty are accountable to the chairman of their department and through him to the Dean.

The salary statement approved by the Board of Governors stresses the five areas of teaching, research and creative work, professional competence, contributions to the university community and contributions to the larger community.

(c) Other Matters

See part A, presentation by the President.



DISTRIBUTION OF GRADUATE STUDENTS (FULL-TIME AND PART-TIME) BY DEPARTMENT AND GRADE

FORM CIR-7

## AGGREGATE FIGURES

#### BREAKDOWN BY DISCIPLINE AREA

- full-time: - Master's
- Doctoral
- Total

art-time:

- Master's
- Doctoral
- Total

HUMANITIES (History, etc.)

<u>ULL-TIME:</u>	- Master's
	- Doctoral
<u>ART-TIME:</u>	- Total
	- Master's
	- Doctoral
	- Total



Canadian Landed Immigrant

	United States	United Kingdom	Europe	Asia	Africa	Other	Subtotal	% of Total

69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71

SOCIAL SCIENCES ( General )

(continued)

Part-time: - Master's  
- Doctoral  
- Total

SOCIAL SCIENCES (Regional, etc.)

Full-time: - Master's  
- Doctoral  
- Total

Part-time: - Master's  
- Doctoral  
- Total

PHYSICAL SCIENCES

Full-time:	- Master's	2	2	5	4	0	1	2	1	3	9	5	11	12	17
	- Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	- Total	2	2	5	4	0	1	2	1	3	9	5	11	12	17

Part-time:	- Master's	2	2	5	4	0	1	2	1	3	9	5	11	12	17
	- Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	- Total	2	2	5	4	0	1	2	1	3	9	5	11	12	17

THEMATICAL SCIENCES

Full-time:	- Master's	2	2	5	4	0	1	2	1	3	9	5	11	12	17
	- Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	- Total	2	2	5	4	0	1	2	1	3	9	5	11	12	17

Part-time:	- Master's	2	2	5	4	0	1	2	1	3	9	5	11	12	17
	- Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	- Total	2	2	5	4	0	1	2	1	3	9	5	11	12	17

ENGINEERING

Full-time:	- Master's	2	2	5	4	0	1	2	1	3	9	5	11	12	17
	- Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	- Total	2	2	5	4	0	1	2	1	3	9	5	11	12	17

Part-time:	- Master's	2	2	5	4	0	1	2	1	3	9	5	11	12	17
	- Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	- Total	2	2	5	4	0	1	2	1	3	9	5	11	12	17



<u>Canadian</u>	<u>Landed Immigrant</u>	<u>United States</u>	<u>United Kingdom</u>	<u>Europe</u>	<u>Asia</u>	<u>Africa</u>	<u>Other</u>	<u>Subtotal</u>	<u>Total</u>
1969-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71

THE SCIENCES

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<b>Full-time:</b>	- Master's
	- Doctoral
	- Total

  

<b>Part-time:</b>	- Master's
	- Doctoral
	- Total

Full-time:	- Master's
	- Doctoral
	- Total
Part-time:	
	- Master's
	- Doctoral
	- Total

<u>Part-time:</u>	- Master's
	- Doctoral
	- Total

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Part-time:	- Master's
	- Doctoral
	- Total
Full-time:	-

Part-time: - Master's  
- Doctoral  
- Total

- Full-time:
  - Master's
  - Doctoral
  - Total
- Part-time:
  - Master's
  - Doctoral
  - Total

147

- Full-time:
  - Master's
  - Doctoral
  - Total
- Part-time:
  - Master's
  - Doctoral
  - Total

- Full-time:
  - Master's
  - Doctoral
  - Total
- Part-time:
  - Master's
  - Doctoral
  - Total



	<u>Canadian</u>	<u>Landed Immigrant</u>	Foreign					<u>Subtotal</u>	<u>Total</u>
			United States	United Kingdom	Europe	Asia	Africa	Other	Foreign
1969-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71

Part-R

Full-time:

- Master's
- Doctoral
- Total

Part-time:

- Master's
- Doctoral
- Total

1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled; "as at" December 1st of each year.
3. Enrollment reported for 1970-71 to be latest estimates available of 1970-71 actuals.
- An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.
4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).



DISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS GRADUATE ENROLMENT DATA  
(FULL-TIME AND PART-TIME) BY DEPARTMENT AND AMOUNT

GRADUATE ENROLMENT DATA

Form C-1 - B

AGGREGATE FIGURES

<b>Full-time:</b>	- Master's	2	3	0
	- Doctoral	0	0	0
	- Total	2	3	0
<b>Part-time:</b>	- Master's	0	0	0
	- Doctoral	0	0	0
	- Total	0	0	0
<b>TOTAL</b>		0	3	0

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- Doctoral  
- Total

HANNIBAL (History, etc.)

**Part-time:**

- Master's
- Doctoral
- Total

?ull-time:

- Master's
- Doctoral
- Total

HUMAN SCIENCES (General)

Full-time:	- Master's
	- Doctoral
	- Total



**SOCIAL SCIENCES (General) (continued)**

PHYSICAL SCIENCES

**Full-time:** - Master's

- Total

Part-time: - Master  
- Doctor  
- Total

MATHEMATICAL SCIENCES

Elli-Eine: - Master's

- Doctoral

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- Doctor -

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- Master's Thesis

- Total

- - - Time: - Master's

Total







	Canadian		Landed Immigrant		Foreign		Subtotal	TOTAL
	United States	United Kingdom	Europe	Asia	Africa	Other		
1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71

OTHER

Full-time:

- Master's
- Doctoral
- Total

Part-time:

- Master's
- Doctoral
- Total

1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled "as at" December 1st of each year.
3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.
- An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.
4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70" (C.P.U.O. Research Division, May 11, 1970).
5. "New registered" graduate students are those enrolled in their program for the first time for the Fall Terms.

Finance Branch  
6/10/70







	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975
Actual	Actual	Actual	Actual	Actual	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated
<u>SPRING</u>												

Master's  
Doctoral

SCIENCES  
SCIENCES

Master's	0	0	0	0	0	0	3	3	7	8	12	13
Doctoral	0	0	0	0	0	0	0	0	0	0	0	0

EDUCATION

Master's  
Doctoral

NESS

Master's  
Doctoral

3

Master's  
Doctoral

Notes: (1)

Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

Finance Branch  
6/10/70



DISTRIBUTION OF GRADUATE STUDENTS      GRADUATE ENROLLMENT DATA

#### AGGREGATE FIGURES

Full-Time:		Part-time	
		Master's	Doctoral
- Master's	5	6	6
- Doctoral	0	0	0
- Total	5	6	6
- Master's	7	0	1
- Doctoral	0	0	2
- Total	7	0	1
- Master's	6	10	4
- Doctoral	0	0	0
- Total	6	10	4
- Master's	12	18	24
- Doctoral	0	0	0
- Total	12	18	24

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HUMANITIES (Lang. & Lit.)

HUMANITIES (HISTORY, etc.)

Part-time:  
 - Master's  
 - Doctoral  
 - Total

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full-time:	- Master's
	- Doctoral
part-time:	- Doctorall
	- Total

SOCIAL SCIENCES (General)

all-time: - Master! - Doctoral - Total



	Canadian Immigrant	Landed Immigrant	United States	United Kingdom	Europe	Foreign Asia	Africa	Other	Subtotal	Total

SOCIAL SCIENCES ( General )

(continued)

- Part-time: - Master's  
- Doctoral  
- Total

PHYSICAL SCIENCES (Regional, etc.)

- Full-time: - Master's  
- Doctoral  
- Total
- Part-time: - Master's  
- Doctoral  
- Total

MATHEMATICAL SCIENCES

Full-time:	- Master's	2	2	5	4	0	1	2	1	3	9
	- Doctoral	0	0	0	0	0	0	0	0	0	0
	- Total	2	2	5	4	0	1	2	1	3	9

PART-TIME STUDENTS

- Part-time: - Master's  
- Doctoral  
- Total

ENGINEERING

- Full-time: - Master's  
- Doctoral  
- Total
- Part-time: - Master's  
- Doctoral  
- Total
- Total



	Canadian			Landed Immigrant			Foreign					
	1969-70	70-71	69-70	70-71	69-70	70-71	United States	United Kingdom	Europe	Asia	Africa	Other
<u>TO SCIENCES</u>												

Full-time: - Master's  
- Doctoral  
- Total

Part-time: - Master's  
- Doctoral  
- Total

3	4	2	2	1	1	1	1	0	0	0	7	Subtotal
0	0	0	0	0	0	0	0	1	1	1	7	Total
3	4	2	2	1	1	1	1	0	0	0	7	69-70 70-71

#### ARMED SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

Part-time: - Master's  
- Doctoral  
- Total

1	1	6	7	0	0	0	0	1	1	1	7	Subtotal
0	0	0	0	0	0	0	0	1	1	1	7	Total
1	1	6	7	0	0	0	0	1	1	1	7	69-70 70-71

#### EDUCATION

Full-time: - Master's  
- Doctoral  
- Total

Part-time: - Master's  
- Doctoral  
- Total

1	1	6	7	0	0	0	0	1	1	1	7	Subtotal
0	0	0	0	0	0	0	0	1	1	1	7	Total
1	1	6	7	0	0	0	0	1	1	1	7	69-70 70-71

#### ENGLISH

Full-time: - Master's  
- Doctoral  
- Total

Part-time: - Master's  
- Doctoral  
- Total

1	1	6	7	0	0	0	0	1	1	1	7	Subtotal
0	0	0	0	0	0	0	0	1	1	1	7	Total
1	1	6	7	0	0	0	0	1	1	1	7	69-70 70-71

#### SPANISH

Full-time: - Master's  
- Doctoral  
- Total

Part-time: - Master's  
- Doctoral  
- Total

1	1	6	7	0	0	0	0	1	1	1	7	Subtotal
0	0	0	0	0	0	0	0	1	1	1	7	Total
1	1	6	7	0	0	0	0	1	1	1	7	69-70 70-71



<u>Canadian</u>	<u>Landed Immigrant</u>	Foreign					<u>Subtotal</u>	<u>Total</u>
		United States	United Kingdom	Europe	Asia	Africa	Other	Foreign
1969-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70

178

Full-time: - Master's

- Doctoral
- Total

Part-time: - Master's  
- Doctoral  
- Total

1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
  2. Enrolment basis: Student numbers enrolled;"as at" December 1st of each year.
  3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.
  4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970). An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.



DISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME) BY DEPARTMENT, 1921-1922

GRADUATE ENROLLMENT DATA  
STUDENTS (FULL-TIME AND PART-TIME)

Form C. - B

AGGREGATE FIGURES

<b>Full-time:</b>	- Master's	2
	- Doctoral	3
	- Total	0
<b>Part-time:</b>	- Master's	0
	- Doctoral	2
	- Total	3
<b>MANITIES (Language &amp; Literature)</b>		
	- Master's	0
	- Doctoral	0
	- Total	0
<b>EATDOWN BY DISCIPLINE AREA</b>		
	- English	0
	- French	0
	- German	0
	- Latin	0
	- Other	0
	- Total	0

Dr. Linn Language & Literature

- Full-time:
  - Master's
  - Doctoral
- Total

LANTZES (History, etc.)

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<b>Part-time:</b>	
- Master's	- Master's
- Doctoral	- Doctoral
- Total	- Total

ALL SCIENCES (General)



SOCIAL SCIENCES (General) (continued)

	<u>Canadian</u>	<u>Landed Immigrant</u>	<u>Foreign</u>					<u>Subtotal</u>
			<u>United States</u>	<u>United Kingdom</u>	<u>Europe</u>	<u>Asia</u>	<u>Africa</u>	<u>Other</u>
	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71
<u>SOCIAL SCIENCES</u> (Regional, etc.)								

Full-time:

- Master's
- Doctoral
- Total

Part-time:

- Master's

- Doctoral
- Total

PHYSICAL SCIENCES

Full-time:

- Master's

- Doctoral

- Total

Part-time:

- Master's

- Doctoral

- Total

MATHEMATICAL SCIENCES

Full-time:

- Master's

- Doctoral

- Total

Engineering

Full-time:

- Master's

- Doctoral

- Total

Part-time:

- Master's

- Doctoral

- Total



HEALTH SCIENCES

<b>Full-time:</b>	- Master's	1	1	0	0
	- Doctoral	0	0	0	0
	<b>Total</b>	1	1	0	0
 <b>Part-time:</b>					
	- Master's	0	1	0	0
	- Doctoral	0	0	0	0
	<b>Total</b>	0	1	0	0

## EDUCATION

<b>Full-time:</b>	- Master's
	- Doctoral
	- Total
<b>Part-time:</b>	
<b>EDUCATION</b>	
<b>Full-time:</b>	
	- Master's
	- Doctoral
	- Total

SESSION

<b>Full-time:</b>	- Master's
	- Doctoral
	- Total
<b>Part-time:</b>	
- Master's	
- Doctoral	
- Total	



	<u>Canadian</u>	<u>Landed Immigrant</u>	<u>United States</u>	<u>United Kingdom</u>	<u>Europe</u>	<u>Asia</u>	<u>Africa</u>	<u>Other</u>	<u>Subtotal</u>	<u>TOTAL</u>
<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>	<u>1970-71</u>

OTHER

Full-time:

- Master's
- Doctoral
- Total

Part-time:

- Master's
- Doctoral
- Total

1. Do not include "qualify *as year*" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled "as at" December 1st of each year.
3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.
- An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.
4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70" (C.P.U.O. Research Division, May 11, 1970).
5. "New registered" graduate students are those enrolled in their program for the first time for the Fall Terms.

Finance Branch  
6/10/70







	1965-66	1956-67	1957-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975
	Actual	Actual	Actual	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated
<u>ENGINEERING</u>											
Master's											
Doctoral											

SCIENCES

Master's	0	0	0	0	0	3	3	7	8	12	13
Doctoral	0	0	0	0	0	0	0	0	0	0	0

ARTS SCIENCES

Master's	0	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0	0

CULTURE

Master's	0	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0	0

HUMANITIES

Master's	0	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0	0

EDUCATION

Master's	0	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0	0

Notes: (1) Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).



PROJECTED GRADUATE ENROLMENT (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA

Form CUA-70-D

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
--	---------	---------	---------	---------	---------	---------

AGGREGATE FIGURES

<b>Full-time:</b>	- Master's - Doctoral - Total	24 0 24	49 0 49	78 0 78	105 0 105	132 0 132
<b>Part-time:</b>	- Master's - Doctoral - Total					

No figures available. New programs do not provide any reliable experience for projection.

BREAKDOWN BY DISCIPLINE AREA

HUMANITIES (Language & Literature)

<b>Full-time:</b>	- Master's - Doctoral - Total					
<b>Part-time:</b>	- Master's - Doctoral - Total					

No programs anticipated.

HUMANITIES (History, etc.)

<b>Full-time:</b>	- Master's - Doctoral - Total	0 0 0	2 0 2	6 0 6	12 0 12	16 0 16
<b>Part-time:</b>	- Master's - Doctoral - Total					

No figures available. New programs do not provide any reliable experience for projection.

SOCIAL SCIENCES (General)

<b>Full-time:</b>	- Master's - Doctoral - Total	0 0 0	5 0 5	17 0 17	24 0 24	32 0 32
<b>Part-time:</b>	- Master's - Doctoral - Total					

No figures available. New programs do not provide any reliable experience for projection.



1970-71

1971-72

1972-73

1973-74

1974-75

1975-76

SOCIAL SCIENCES (General) (continued)

Part-time: - Master's  
- Doctoral  
- Total

Full-time: - Master's  
- Doctoral  
- Total

Part-time: - Master's  
- Doctoral  
- Total

0	7	10	14	17	18
0	0	0	0	0	0
0	7	10	14	17	18

No figures available. New programs do not provide any reliable experience for projections.

PHYSICAL SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

17	23	27	30	36	40
0	0	0	0	0	0
17	23	27	30	36	40

Part-time: - Master's  
- Doctoral  
- Total

No figures available. New programs do not provide any reliable experience for projections.

MATHEMATICAL SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

0	0	0	4	4	6
0	0	0	0	0	0
0	0	0	4	4	6

Part-time: - Master's  
- Doctoral  
- Total

No figures available. New programs do not provide any reliable experience for projections.

ENGINEERING

Full-time: - Master's  
- Doctoral  
- Total

No programs anticipated.



1970-71

1971-72

1972-73

1973-74

1974-75

1975-76

ENGINEERING (continued)

- Part-time:
  - Master's
  - Doctoral
  - Total

No programs anticipated.

LIFE SCIENCES

- |            |            |   |    |    |    |    |    |
|------------|------------|---|----|----|----|----|----|
| Full-time: | - Master's | 7 | 12 | 18 | 21 | 27 | 31 |
|            | - Doctoral |   | 0  | 0  | 0  | 0  |    |
|            | - Total    | 7 | 12 | 18 | 21 | 27 | 31 |
- 
- |            |            |   |    |    |    |    |    |
|------------|------------|---|----|----|----|----|----|
| Part-time: | - Master's | 7 | 12 | 18 | 21 | 27 | 31 |
|            | - Doctoral |   | 0  | 0  | 0  | 0  |    |
|            | - Total    | 7 | 12 | 18 | 21 | 27 | 31 |

No figures available. New programs do not provide any reliable experience for projection.

HEALTH SCIENCES

- Full-time:
  - Master's
  - Doctoral
  - Total

No programs anticipated.

EDUCATION

- Part-time:
  - Master's
  - Doctoral
  - Total

No programs anticipated.

BUSINESS

- Full-time:
  - Master's
  - Doctoral
  - Total

No programs anticipated.



BUSINESS (continued)

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
--	---------	---------	---------	---------	---------	---------

**Part-time:**

- Master's
- Doctoral
- Total

GRADUATE STUDENTS**Full-time:**

- Master's
- Doctoral
- Total

**Part-time:**

- Master's
- Doctoral
- Total

**Notes:** 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.

4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (G.P.U.O. Research Division, May 11, 1970).



GRADUATE ENROLMENT DATA  
SURVEY OF ANNUAL FINANCIAL RESOURCES FOR THE  
SUPPORT OF FULL-TIME GRADUATE STUDENTS, 1969-70 ACTUAL

nstructions: Indicate the number of students receiving any support.  
 (double-counting is anticipated).

Discipline Area	Scholarships and Bursaries	Research Grants	Remuneration	P.O.S.A.P.	Not Supported under Any of Categories 1-7
P.O.G.	Other	Federal Agencies	Other	Teaching Assistantships	Other University
(1)	(2)	(3)	(4)	(5)	(6)

CORRECTED FIGURES

Full-time:	- Master's	5	1	13	0
	- Doctoral	0	0	0	0
	- Total	5	1	13	0

BREAKDOWN BY DISCIPLINE AREAHUMANITIES (Language & Literature)

Full-time:	- Master's
	- Doctoral
	- Total

HUMANITIES (History, etc.)

Full-time:	- Master's
	- Doctoral
	- Total

SCIENCE SCIENCES (General)

Full-time:	- Master's
	- Doctoral
	- Total



Discipline Area	Scholarships and Bursaries		Remuneration		P.O.S.A.P.	
	P.O.G	Other	Federal Agencies	Teaching Assistantships	Other University	
<u>SOCIAL SCIENCES (Regional, etc.)</u>	(1)	(2)	(3)	(4)	(5)	(6)
Full-time:	- Master's - Doctoral - Total					
<u>HISTORICAL SCIENCES</u>						
Full-time:	- Master's - Doctoral - Total	3 0 3	0 0 0	10 0 10	10 0 0	0 0 0
<u>MATHEMATICAL SCIENCES</u>						
Full-time:	- Master's - Doctoral - Total					
<u>ENGINEERING</u>						
Full-time:	- Master's - Doctoral - Total					
<u>IT/E SCIENCES</u>						
Full-time:	- Master's - Doctoral - Total	2 0 2	1 0 1	3 0 3	6 0 6	0 0 0
<u>HUMAN SCIENCES</u>						
Full-time:	- Master's - Doctoral - Total					



Discipline Area	Scholarships and Bursaries	Research Grants	Remuneration	Page 1 (c) P.O.S.A.P.	Not Supported under Any of Categories 1-7
P.O.G.	Other	Federal Agencies	Other Agencies	Teaching Assistantships	Other University
(1)	(2)	(3)	(4)	(5)	(6)
<u>EDUCATION</u>					

Full-time:  
 - Master's  
 - Doctoral  
 - Total

Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.
3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).
4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.



SURVEY OF GRADUATE ENROLMENT DATA  
SUPPORT OF ANNUAL FINANCIAL RESOURCES FOR THE  
SUPPORT OF FULL-TIME GRADUATE STUDENTS 1969-70 ACTUAL

DISCIPLINE AREA

	NUMBER OF STUDENTS BY LEVEL OF SUPPORT								
	<u>NONE</u>	<u>\$1-500</u>	<u>\$501-1,000</u>	<u>\$1,001-2,000</u>	<u>\$2,001-3,000</u>	<u>\$3,001-4,000</u>	<u>\$4,001-5,000</u>	<u>\$5,001+</u>	TOT.
Full-time:									
	- Master's	0	0	1	0	11	2	14	
	- Doctoral	0	0	0	0	0	0	0	
	- Total	0	0	1	0	11	2	14	

FEARDOWN BY DISCIPLINE AREAUNANITIES (Language & Literature)

Full-time:	- Master's	0	0	1	0	11	2	14	
	- Doctoral	0	0	0	0	0	0	0	
	- Total	0	0	1	0	11	2	14	

UMANITIES (History, etc.)

Full-time:	- Master's	0	0	1	0	11	2	14	
	- Doctoral	0	0	0	0	0	0	0	
	- Total	0	0	1	0	11	2	14	

OCTAL SCIENCES (General)

Full-time:	- Master's	0	0	1	0	11	2	14	
	- Doctoral	0	0	0	0	0	0	0	
	- Total	0	0	1	0	11	2	14	

SOCIAL SCIENCES (Regional, etc.)

Full-time:	- Master's	0	0	1	0	11	2	14	
	- Doctoral	0	0	0	0	0	0	0	
	- Total	0	0	1	0	11	2	14	



DISCIPLINE AREAPHYSICAL SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

MATHEMATICAL SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

ENGINEERING

Full-time: - Master's  
- Doctoral  
- Total

THE SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

ALTH SCIENCES

	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+	TOTAL
Full-time:	0	0	0	0	8	2	0	10
- Master's	0	0	0	0	0	0	0	0
- Doctoral	0	0	0	0	0	2	0	2
- Total	0	0	0	0	8	2	0	10

	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+	TOTAL
Full-time:	0	0	0	0	3	0	0	3
- Master's	0	0	0	0	0	0	0	0
- Doctoral	0	0	0	0	3	0	0	3
- Total	0	0	0	0	3	0	0	3

EDUCATION

Full-time: - Master's  
- Doctoral  
- Total

SOCIAL SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

NUMBER OF STUDENTS BY LEVEL OF SUPPORT

Page 2 (b)

Page 2 (b)



DISCIPLINE AREAOTHER

## Full-time:

- Master's
- Doctoral
- Total

	<u>NONE</u>	<u>\$1-500</u>	<u>\$501-1,000</u>	<u>\$1,001-2,000</u>	<u>\$2,001-3,000</u>	<u>\$3,001-4,000</u>	<u>\$4,001-5,000</u>	<u>\$5,001+</u>	<u>TOTAL</u>
--	-------------	----------------	--------------------	----------------------	----------------------	----------------------	----------------------	-----------------	--------------

Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's

and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.

5. Total students reported should be identical with those reported on Form CUA-70-A.

Finance Branch

6/10/70



YEARS 1-6 Undergraduate  
 Year 7 Graduate

SUMMARY OF CLASS SIZE SURVEY DATA FOR  
 1969 REPORTED TO THE COMMITTEE OF PRESIDENTS  
 FREQUENCY DISTRIBUTION OF CLASS SECTIONS

FORM CUA-70-H  
 BROCK

SECTION SIZE	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			UNIVERSITY								
	DISCIPLINE AREA			SECTION TYPE	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	AVERAGE SECTION SIZE (4)	TOTAL STUDENT CONTACT HOURS PER WEEK	F.T.E. ENROLMENT (5)*	TOTAL CONTACT HOURS/WEEK PER STUDENT										
PURE HUMANITIES	5				23	1		21		29	4	0		0		3		1		0		0		0		0		0	25	19	14		
APPLIED HUMANITIES					4			11		11	0			0		0		0		0		0		0		0							
PURE SOCIAL SCIENCES					6			3		16	20		2		4		1		1		20		10		0		0		20	14	10		
APPLIED SOCIAL SCIENCES					1			45		20	3		0		0		0		0		176		2		0		0		10581	474	18.9		
PURE BIOLOGICAL SCIENCES	1				1			0		3	0		0		0		2		1		0		0		0		0		72	19	12		
APPLIED BIOLOGICAL SCIENCES					3			2		12	17		0		0		0		0		17		0		0		0		3709	145	25.6		
PURE PHYSICAL SCIENCES	14				17			19		8	0		0		4		2		1		0		0		0		0		30	20	8		
APPLIED PHYSICAL SCIENCES					1			7		16	64		6		0		6		0		0		0		0		0		1629	536	14.2		
TOTAL					4			47		43	56		27		6		12		1		288		2		0		0		40	22	11		

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
  - (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate. \* Calculated by: "total course enrolment in discipline area divided by 5 = F.T.E. enrolment in discipline area."
  - (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
  - (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
  - (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.
- IMPORTANT The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO.

18/9/70  
 31471 1959 Not completed per letter E.E. Stewart



Y 1981-6 V. degradaci-

SUMMARY OF CLASS SIZE SURVEY DATA FOR  
1969 REPORTED TO THE COMMITTEE OF PRESIDENTS

FORM CUA-70-H

SECTION SIZE	FREQUENCY OF DISAGGREGATION OF CLASS SECTION												AVERAGE SECTION SIZE (4)	TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL P.T.E. ENROLLMENT FALL TERM (5)	TOTAL CONTACT HOURS PER STUDENT BROCK UNIVERSITY											
	0-3			4-10			11-20			21-40						41-80			81-160			161-300			301+		
DIS- CIPLINE TYPE	L	E	A	T	U	L	E	A	T	U	L	E	A	T	U	L	E	A	T	U	L	E	A	T	U	L	
PURE HUMANITIES																											
APPLIED HUMANITIES																											
PURE SOCIAL SCIENCES																											
APPLIED SOCIAL SCIENCES																											
PURE BIOLOGICAL SCIENCES	0						0				0			0			0			0		0			1		6
APPLIED BIOLOGICAL SCIENCES		1					0				0			0			0			0		0			1		2
PURE PHYSICAL SCIENCES	2						0				0			0			0			0		0			0		3
APPLIED PHYSICAL SCIENCES		0					0				0			0			0			0		0			0		0
PURE APPLIED SCIENCES	2						0				0			0			0			0		0			0		0
APPLIED APPLIED SCIENCES		0					0				0			0			0			0		0			0		0
TOTAL	2	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	62 *	16 *		

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.

(2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate. \* Sample too small to be statistically significant,

(3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.

(4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.

(5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

**IMPORTANT** The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO.



STATEMENT OF THE FINANCING OF OPERATIONS - Page 1

	1969-70 Actual (\$000's)	1970-71 Official Budget(7) (\$000's)	1971-72 Projected (6) (\$000's)
All gross expenditures of the University other than on Capital Account	<u>\$6,164</u>	<u>\$6,521</u>	<u>      </u>
<u>LESS:</u> (a) Assisted/Sponsored Research	261	<u>      </u>	<u>      </u>
(b) Principal and interest payments on capital indebtedness	-	<u>      </u>	<u>      </u>
(c) Student aid	60	<u>      </u>	<u>      </u>
(d) Ancillary enterprises (as per Form J)	84	71	<u>      </u>
(e) Costs of programs in education, if any (Note 1)	<u>      </u>	<u>      </u>	<u>      </u>
Total exclusions	405	71	<u>      </u>
Remainder - representing operating expenditures eligible for formula and other operating grant support (analysed on page 2)	<u>5,759</u>	<u>6,450</u>	<u>      </u>
<u>Sources of Financial Support for Above:</u>			
(a) Basic operating income (weighted enrolment * x unit value)	<u>\$3,543</u>	4,709	<u>      </u>
(b) Other operating grants      Computer Grant Emergent Grant	96 <u>2,063</u>	1,486	<u>      </u>
(c) Balance	57	255	<u>      </u>
Total (equal to Remainder above)	<u>5,759</u>	<u>6,450</u>	<u>      </u>

Note 1: For 1969-70 and 1970-71 deduct amounts representing total allowable operating expenditures taken into account in arriving at grants for teacher education programs. For 1971-72 deduct amount representing 5% escalation in the budget on a per student basis.

\* For 1970-71, official budget figure of weighted enrolment.



STATEMENT OF THE FINANCING OF OPERATIONS - Page 2

	1969-70 Actual	1970-71 Official Budget	1971-72 Projected				
<b>1. Enrolment of the university weighted in accordance with the Operating Grants Formula (1)</b>							
(i) Projected (official)		\$2,854					
(ii) Used in official budget of the university		2,854					
(iii) Latest estimate		2,995					
(iv) Actual:	\$2,315.7						
	Total Amount (\$000's)	Per unit of weight- ed Enrol- ment	Total Amount (\$000's)	Per unit of weight- ed Enrol- ment (2)	Total Amount (\$000's)	Per unit of weight- ed Enrol- ment	
<b>2. Total operating expenditures, as per Page 1(5)</b>				\$5,759	\$2,487	\$6,450	\$2,260
<u>Less:</u> (i) All academic salaries (3) (full-time, part-time graduate assistantships and other classroom instructional salaries)	2,366	1,022	3,124	1,095			
(ii) Fringe Benefits related to above	210	90	248	87			
Balance, All other operating expenditures	3,183	1,375	3,078	1,078			
<b>Breakdown of all other Operating expenditures:</b>							
1. All furniture and equipment	326	141	271	95			
2. Library:							
-Library Acquisitions	234	101	200*	70			
-Salaries and wages of library staff	205	89	273	96			
-Fringe benefits related to above	16	7	25	9			
3. Plant maintenance (4)							
-Salaries and wages	479	207	498	174			
-Fringe benefits related to above	41	18	30	11			
-Other	499	215	491	172			
4. Remainder							
-Salaries and wages	445	192	593	207			
-Fringe benefits related to above	45	19	51	18			
-Other objects of expenditure	893	386	646	226			
TOTAL (as above)	3,183	1,375	3,078	1,078			

- NOTES:
- (1) This, of course, may be greater than the eligible number of basic income units.
  - (2) Basis of calculation: weighted enrolment used in official budget of the university.
  - (3) To include all academic administrative appointments.
  - (4) To include all expenses (except furniture and equipment) included under definitions 18 and 22(a) of "Instructions, Definitions and Notes Relating to the Completion of the DBS-CAUBO Report on Financial Statistics of Universities and Colleges for 1969".
  - (5) By way of supplemental comment, please disclose the University's policies with respect to the use it may make of "reserves" or "appropriations". The effect of such policies, and their measurable dollar impact should also be disclosed, in sufficient detail to permit a full understanding of the University's procedures towards arriving at annual operating expenditures.
  - (6) The completion of this column is optional.
  - (7) That Budget which has been adopted by the Board of Governors.



\* SUPPLEMENTARY INFORMATION RE: C.U.A. 70-I

- 1) Library Book budget is actually \$251,664. which is made up of \$200,000. in new money plus an allocation of surplus in the amount of \$51,664. This amount is in fact equal to the library's unspent balance in the previous 2 fiscal years.
- 2) It is the policy of Brock University to set up as appropriated surplus the amount by which the Library Book budget or the Teaching equipment budgets are underspent in any fiscal year. These amounts are then available for their original purpose in the next fiscal year.
- 3) As at June 30, 1970 Brock University had deliberately appropriated \$175,000. in surplus for an Income Fluctuation Fund. The purpose of this fund is to provide insurance against a year when our enrolment might fall short of our budgeted projections.



## NEW PROGRAM INFORMATION

(SEPARATE FORMS - UA4 PAGES 4 AND 5 - MUST BE SUBMITTED FOR EACH NEW PROGRAM)

UNIVERSITY BROCKTITLE OF PROGRAM Emerging University

INDICATE NUMBER OF YEARS DURING WHICH EXTRAORDINARY FINANCIAL ASSISTANCE IS EXPECTED

(USE CURRENT DOLLARS AND CURRENT BASIC INCOME UNIT VALUE IN ESTIMATING INCOME AND EXPENSE)

INITIAL EXPENSES	FIRST 1971/72	SECOND 1972/73	THIRD 1973/74	FOURTH 1974/75	FIFTH 1975/76
ESTIMATED ENROLMENT AND STAFF					
GRADUATE ENROLMENT	49	78	105	132	159
UNDERGRADUATE ENROLMENT (excluding 100 with Grade 12 entrance)	2,351	2,730	3,051	3,345	3,673
WEIGHTED ENROLMENT including Part-time	3,622.8	4,286	4,870	5,394.8	5,959
STAFF FOR NEW PROGRAM including full-time equivalent of part-time	193	208	231	253	276

## ESTIMATED OPERATING EXPENSE

	\$	\$	\$	\$	\$
ACADEMIC SALARIES	\$ 3,819,390	\$ 4,203,890	\$ 4,659,010	\$ 5,120,394	\$ 5,582,102
ACADEMIC OTHER EXPENSES (INCLUDING FRINGE BENEFITS)	\$ 1,346,950	\$ 1,448,670	\$ 1,568,930	\$ 1,769,333	\$ 2,019,548
OTHER OPERATING EXPENSES (INCLUDING FRINGE BENEFITS)	\$ 2,085,209	\$ 2,316,661	\$ 2,543,807	\$ 2,814,114	\$ 3,104,899
TOTAL ESTIMATED EXPENSE	\$ 7,251,549	\$ 7,969,221	\$ 8,771,747	\$ 9,703,841	\$ 10,706,549

## ESTIMATED OPERATING INCOME

	\$	\$	\$	\$	\$
ACADEMIC FEES	\$ 1,618,287	\$ 1,884,455	\$ 2,109,332	\$ 2,315,025	\$ 2,543,146
GRANT GENERATED BY FORMULA	\$ 5,513,016	\$ 5,789,315	\$ 6,602,415	\$ 7,328,816	\$ 8,103,403
OTHER OPERATING INCOME	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
TOTAL ESTIMATED INCOME	\$ 7,191,303	\$ 7,733,770	\$ 8,771,747	\$ 9,703,841	\$ 10,706,549
EXCESS OF EXPENSE OVER INCOME	\$ 60,246	\$ 235,451	--	--	--

## CMAA - CUMULATIVE INVENTORY

EXCESS OF EXPENSE OVER INCOME	\$ 60,246	\$ 235,451	--	--	--
ANNUAL INVENTORY	SEE C.U.A./70/M-1				
ANNUAL INVENTORY					
ANNUAL INVENTORY					

DATE \_\_\_\_\_

SIGNATURE OF REPORTING OFFICER \_\_\_\_\_



## Supplement to Form I

BROCK UNIVERSITY  
5 YEAR FORECAST OF INCOME AND EXPENSE

	1970/71 Provisional Budget	1971/72	1972/73	1973/74	1974/75	1975/76
Sabbaticals	\$ 106,505	1.6	\$ 159,600	2.2	\$ 239,400	3.0
Full-time & Part-time Teaching	\$ 2,385,400	36.6	\$ 2,670,000	36.9	\$ 2,865,000	36.0
Extension Teaching	200,000	3.1	220,000	3.0	250,000	3.1
Support Staff	432,140	6.6	482,140	6.6	532,140	6.7
Library	273,200	4.2	287,650	4.0	317,350	4.0
Total Academic Salaries	3,397,245	52.1	3,819,390	52.7	4,203,890	52.8
Pensions and Benefits	272,600	4.2	329,100	4.5	381,320	4.8
Replacement & Additional Equipment	271,441	4.2	250,000	3.4	250,000	3.1
Library Books	200,000	3.1	287,650	4.0	317,350	4.0
Other Academic Expenses	474,140	7.3	480,200	6.6	500,000	6.2
Total Academic	4,615,426	70.9	5,166,340	71.2	5,652,560	70.9
Administration	655,136	10.0	740,704	10.2	809,244	10.2
Plant Maintenance	1,018,920	15.6	1,100,000	15.2	1,245,602	15.6
Other Operating Expenses	225,580	3.5	244,505	3.4	261,815	3.3
Total	6,515,062	100.	7,251,549	100.	7,969,221	100.
Estimated Income	6,372,738		7,191,303		7,733,770	
Estimated Deficit	142,324		60,246		235,451	
F.T.E. Faculty - Excluding Extension	165		178		191	
Number on Sabbatical	8		12		18	
Full-time Undergraduate Enrolment Dec. 1	2,098		2,451		2,830	
					3,151	
					3,445	
					3,773	

NOTE: Since the value of the Basic Income Unit for 1971/72 is known the actual income for that year is shown; for subsequent years income and expenditure are expressed in terms of 1971/72 dollars.



ANCILLARY OPERATIONS (1)

Form CUA 70-J

NAME OF ANCILLARY ENTERPRISE			
SOURCES OF DIRECT REVENUE			
1. Fee or membership revenue.			
2. Direct charges for goods or services.			
3. Other.			
	TOTAL DIRECT REVENUE		
<u>DIRECT COSTS</u>			
1. Costs directly attributable to the enterprise.			
2. Costs shared with other ancillary enterprise(s).			
	TOTAL DIRECT COSTS		
<u>EXCESS (shortfall) of Direct Revenue over Direct Costs</u>			
INDIRECT (Overhead or Joint) Costs			
- as ordinarily budgeted but excluding transfers as dealt with below:			
EXCESS (shortfall)			
<u>NET EFFECT OF TRANSFERS "(To)" and "From" "Appropriations" and Reserves".</u>			
REPORTED OR BUDGETED EXCESS OR SHORTFALL ON ANCILLARY ENTERPRISE.			

(1) Those enterprises that are not directly related to the educational functions of the university, but are undertaken or operated to provide services to faculty and students. For purposes of illustration, operations which may be recognized as ancillary enterprises are student residences, student unions, parking facilities, alumni services, cafeterias, dining halls, book stores, university presses, intercollegiate and intramural athletics, health services (except portion provided as part of counselling or advisory services) etc.

Finance Branch  
6/10/70



Form CUA-70-X

This return is requested in order to update the Citizenship Analysis of University Faculty carried out by the C.P.U.O. in early 1970. Please note that discipline areas (and programs included within such areas) remain those of the Dominion Bureau of Statistics.

DISCIPLINE AREA

	CANADA	UNITED STATES	UNITED KINGDOM	OTHER COMMON-WEALTH	FRANCE	GERMANY
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AGGREGATE FIGURES

- Country of Residence in Year Previous to Appointment	17	18	6	0	0	3
- Citizenship Status at date of Appointment	23	13	3	1	0	4
- Citizenship Status at birth	N/A	N/A	N/A	N/A	N/A	N/A
- Country of 1st Degree	21	14	2	1	0	6
- Country of last Degree	12	21	6	0	1	4

BREAKDOWN BY DISCIPLINE AREA

FACULTY ADMINISTRATION

- Country of Residence in Year Previous to Appointment	
- Citizenship Status at date of Appointment	
- Citizenship Status at birth	
- Country of 1st Degree	
- Country of last Degree	

HUMANITIES

Pure	- Country of Residence in Year Previous to Appointment
	- Citizenship Status at date of Appointment
	- Citizenship Status at birth
	- Country of 1st Degree
	- Country of last Degree

APPLIED

- Country of Residence in Year Previous to Appointment	
- Citizenship Status at date of Appointment	
- Citizenship Status at birth	
- Country of 1st Degree	
- Country of last Degree	

SOCIAL SCIENCE

Pure	- Country of Residence in Year Previous to Appointment
	- Citizenship Status at date of Appointment
	- Citizenship Status at birth
	- Country of 1st Degree
	- Country of last Degree



## THE DISCIPLINE AREA

Page 2.

	CANADA	UNITED STATES	UNITED KINGDOM	OTHER COMMONWEALTH	FRANCE	GERMANY
<u>SOCIAL SCIENCE</u> (continued)						

Applied

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

BIOLOGICAL SCIENCEPure

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

Applied

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

PHYSICAL SCIENCEPure

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

Applied

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree



LONG-TERM ENROLMENT DATA  
TO 1975-76

Form CUA-70-L

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (1) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
<u>844</u>	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	<u>874</u>	<u>1,012</u>	<u>1,123</u>	<u>1,236</u>	<u>1,349</u>
<u>1,994</u>	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	<u>2,351</u>	<u>2,730</u>	<u>3,051</u>	<u>3,345</u>	<u>3,673</u>
<u>25</u>	(iii) Total Graduate (Fall-Term)	<u>49</u>	<u>78</u>	<u>105</u>	<u>132</u>	<u>159</u>
<u>2,019</u>	(iv) Total Full-Time Enrolment (ii plus iii)	<u>2,400</u>	<u>2,808</u>	<u>3,156</u>	<u>3,477</u>	<u>3,832</u>
<u>450.2</u>	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)	<u>468.3</u>	<u>537</u>	<u>598</u>	<u>653.8</u>	<u>716.5</u>
<u>2,469.2</u>	(vi) F.T.E. Enrolment (iv plus v)	<u>2,868.3</u>	<u>3,345</u>	<u>3,754</u>	<u>4,130.8</u>	<u>4,548.5</u>
<u>2,995</u>	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)	<u>3,622.8</u>	<u>4,286</u>	<u>4,870</u>	<u>5,394.8</u>	<u>5,959</u>

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

Cumulative weighted enrolment is up 1197 units (or 5.2%) over the forecast given for the same period last year. The two main reasons for this are:

- 1) Better statistics on retention which caused an upward estimate of the number of students proceeding to year 4.
- 2) A very large increase in the number taking courses from the Department of Continuing Education.



PROBABLE CUMULATIVE 5 YEAR CASH FLOW FOR FORMULA CAPITAL PROJECTS WITH FINAL APPROVALS

(SUBSEQUENT TO APRIL 1 - 1969 AND BY MARCH 31 - 1971)

CUA/70/M.  
BROCK  
Universit

Project No.	Project Name	Cash Flow of Financial Assistance in \$ 000's									REMARKS
		Approved Total Expenditure	Total Financial Assistance	1969 - 70	1970 - 71	1971 - 72	1972 - 73	1973 - 74	1974 - 75		
	Academic Staging Building	7,700	7,700		400	3,700	7,500	7,700	7,700	Approval in principle received Oct. 9/70	



PROBABLE YEARLY 5 YEAR CASH FLOW FOR "NON-FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

(AS OF MARCH 31 - 1971)

CUA/10/M-3  
BROCK  
University

Project o. Project Name	Approved Total Expenditure	Total Financial Assistance March 31/71	Probable Financial Assistance to 1971 - 72	1972 - 73	1973 - 74	1974 - 75	Subsequent	In \$ 000's	Balance of Financial Assistance In \$ 000's	REMARKS (list formula project which correlates)
								1971 - 72	1972 - 73	
Landscape Phase 3	134*	134	—	134						Thistle Complex & Residence
Peak Electric Power Control	46*	46	46							General Campus
Elevator Installation in Thistle	80*	80	54	26						Thistle Complex
<hr/>										
* Approval not received as of October 19, 1970 but anticipated by March 31, 1971.										



**PROPOSED CUMULATIVE 5 YEAR CASH FLOW FOR ADDITIONAL PROJECTS**

**FOR INTERIM CAPITAL FORMULA ENTITLEMENT**

CUA/70/M-4

1 Amounts In \$ 000's)

MARKS

		Probable Cumulative Cash Flow Of Financial Assistance					Estim. *
		1971 - 72	1972 - 73	1973 - 74	1974 - 75	1975 - 76	
Interim Formula Cumulative Cash Flow Entitlement As Per May 1st, 1970		6,153	7,402	8,623	10,339	11,600	BROCK University
Total of Probable Cumulative Cash Flow For Formula Projects With Approvals As Of March 31 - 1971 (Table M-1)		3,700	7,500	7,700	7,700	7,700	
Project Name	Approval Status	Date of Last Approval	Estimated Total Expenditure	Total Financial Assistance			
Physical Education Building	Nil	--	3,000	3,000	1,100	2,800	3,000
					1,353	(-2,898)	(-2,077)
						(-361)	900
Staging Building Phase 2	Nil	--	3,000	3,000	---	200	1,700
						3,000	3,000
					1,353	(-3,098)	(-3,777)
						(-3,361)	(-2,100)
							Balanc.
Addition to C.U.B.	Nil	--	100	100	---	---	50
							100
					1,353	(-3,098)	(-3,777)
						(-3,411)	(-2,200)
Academic Staging Building	Nil	--	3,300	3,300	---	---	200
							1,700
					1,353	(-3,098)	(-3,777)
						(-3,611)	(-3,900)
							Balanc.
							Balanc.
							Balanc.
							Balanc.
							Balanc.



PROBABLE YEARLY 5 YEAR CASH FLOW FOR ADDITIONAL "NON-FORMULA" CAPITAL PROJECTS

Page 1  
CUA/70/M-!

BROCK  
University

Project No.	Project Name	Approval Status	In \$ 000's				Balance of Financial Assistance In \$ 000's		REMAF (list formula project wh correlates)	
			Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971-72	1972-73	1973-74	1974-75	
	Landscapeing, roads, lighting, sewers for Staging Building	Nil	365			100	265			Academic Staging Building
	Landscapeing, roads, lighting, sewers for Physical Education Bldg.	Nil		250		100	150			Physical Education Building
	Landscapeing, roads, lighting, sewers for new Residence Building	Nil		120		120				New Residence Building
	Landscapeing, roads, lighting, sewers, service distribution tunnel for Staging Building Phase 2	Nil		110			100	10		Staging Building Phase 2
	Service distribution tunnel for Academic Teaching Building and Campus Centre	Nil	300				300			Academic Teaching Building & Campus Centre
	Landscapeing for Academic Teaching Building & Campus Centre	Nil	120						120 (1976/77)	



### PROBABLE YEARLY 5 YEAR CASH FLOW FOR ADDITIONAL "NON-FORMULA" CAPITAL PROJECTS

cont'd

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BROCK  
UNIVERSITY



INSTITUTION: BROCK UNIVERSITY

FORM CUA-70-N

WEIGHTED ENROLMENT FOR PURPOSES OF THE  
INTERIM CAPITAL FORMULA

S U M M A R Y

Weighting Categories: Capital Weighting Scheme					
	A 1.0	B 1.5	C 2.0	D 3.0	E 4.0
1970-71	1700	441		75	
1971-72	1958	6045		117	
1972-73	2266	729		168	
1973-74	2524	835.5		225	
1974-75	2770	919.5		282	
1975-76	3039	1048.5		282	
					TOTAL WEIGHTED ENROLMENT
					2216
					2679.5
					3163
					3584.5
					3971.5
					4369.5





